

# History

Timothy Kelly, Chairperson

Gilbert M. Bogner; Karen Kehoe; Rene Kollar, O.S.B.; Charles G. Manoli, Professor Emeritus; Tina Phillips Johnson; Susan Mitchell Sommers

Adjunct Faculty: Brian Boosel, O.S.B.; William Doody; Bobbi Watt Geer

## Department Philosophy

The philosophy of the Department of History echoes the Mission of the College which offers the commitment to help students acquire a quality liberal arts education and achieve significant career goals. To accomplish this, the Department endeavors to prepare students for graduate or professional school, or for a wide variety of careers.

Department faculty focus on working with students to develop their intellectual understanding of both the facts of historical events and their broader significance; and on nurturing students' skills in critical thinking and effective oral and written communication.

Department faculty are invested in the belief that the study of history provides the context necessary for an understanding of our contemporary world. By analyzing historical events, students can more fully appreciate the complexity of human experience. By examining social changes in other times, they develop a broad perspective and the ability to weigh evidence and arguments that are essential for those who live in a rapidly changing world.

The Department of History offers the B.A. degree through programs sufficiently structured to guide the student, yet flexible enough to encourage the development of individual interests.

## Requirements for a Bachelor of Arts Degree in History

(See Core Curriculum requirements.)

The History major consists of 36 credits. The balance of the 124 credits required for graduation can be composed of electives or courses required for one or more minors or a second major. Students should choose electives in consultation with their major advisor.

### Major Requirements (36 credits)

#### A. Area Studies

History majors are required to complete three of the following areas for a total of 18 credits at the 100 level:

Western Civilization I & II; HI 102,103.	Six credits
Contemporary Europe I & II; HI 104,105.	Six credits
Topics in U.S. History; HI 106,107.	Six credits
East Asian Societies, Traditional & Modern; HI 108,109.	Six credits
English History; HI 110,111.	Six credits

#### B. Upper Division History Classes

History majors must take three courses, or nine credits, from the 200 level offerings. When it is offered, HI 304 can be substituted for one of the 200 level courses.

#### C. Majors only courses

The History major will be required to take HI 300: The Historian's Profession in either the Fall or Spring of their sophomore year, HI 301: Junior Research Seminar in the Spring of their junior year, and HI 302: Senior Writing Seminar in the Fall of their senior year.

#### D. Non-Western Course Requirement

The History major is required to take one course that is designated non-Western. This is not an additional course, but should be fulfilled by careful selection of either Area Studies or Upper Division courses. Courses in this catalog that are designated as non-Western include: HI 108, HI 109, HI 123, HI 124, HI 208, HI 209, HI 224, HI 232, HI 232,

HI 233, HI 245, HI 270, HI 280, HI 281. Most non-Western courses will be offered on a two to four year rotation, so students should be aware of what is available in any given academic year. For an updated list of non-Western courses, consult with your advisor.

## Teacher Preparation for Elementary and Secondary Certifications

### Requirements for Certification in Social Studies (7-12):

In addition to a major in History and fulfillment of the Core Curriculum, the certification candidate must satisfy the requirements of the Education Department of Saint Vincent College in this **Bulletin**.

### Minor in History

A minor in History consists of eighteen credit hours. Six of these credit hours are in fulfillment of Core Curriculum requirements. The remaining twelve credit hours may be taken from any of the 100 or 200 level courses that the History Department offers. The Department requires that three of the eighteen credits be at the 200 level.

### Minor in Public History

The minor in Public History consists of eighteen credit hours. Required courses are HI 201, HI 202, HI 550 (to be taken in that order) and HI 306 or BA 230. The remaining six credits may come from the following course options: AN 230, AR 310, CA 210, HI 307, HI 254. (Students cannot count both CA 210 and HI 254 toward the minor.) The options list may change as new courses are developed; check with the Department Chair or your advisor for the most current list.

Recommended courses that would be a good complement to the minor include HI 106, HI 107, HI 223, AR 102 and AR 200.

## Interdisciplinary Courses

Some semesters the History Department may offer interdisciplinary or cross-listed courses. Students are urged to consult the course listings for each semester on the availability of these courses.

## Asian Studies Abroad

History majors interested in Asian studies may spend a year of their undergraduate studies at Fu Jen Catholic University of Taiwan, Republic of China. In order to qualify a student must have an outstanding academic record and have the approval of the Dean of Studies and Chairperson of the Department.

## Pre-Law

History majors interested in pursuing law as a career should consult with their academic advisor in the History Department. In addition, students with a major in History are eligible to participate in a cooperative program between Saint Vincent College and Duquesne Law School that allows students to earn their bachelor's degree and Juris Doctor degree in six years. In this program, qualified students who complete their first three years of study at Saint Vincent, fulfilling the Core Curriculum requirements and the requirements for the major, may transfer into the Law Program and complete the requirements for the Juris Doctor in three years. For details, see the explanation of this program in the Pre-Law section of the **Bulletin**.

## Typical Freshman Year Schedule

### Fall Semester

EL 102	Language and Rhetoric	3
or		
RS 119	Exploring Religious Meaning	3
History Area		3
Classical or Modern Language		3
Social Science		3
Mathematics or 1st Philosophy (PL 101)		3

In the Fall Semester of the freshman year, all students will take one three (3) credit course designated as a First-Year Seminar which will satisfy a Core Curriculum requirement.

### Spring Semester

EL 102	Language and Rhetoric	3
or		
RS 119	Exploring Religious Meaning	3
History Area		3
Classical or Modern Language		3
Social Science		3
Mathematics or 1st Philosophy (PL 101)		3

Students are strongly urged to complete 1st Philosophy no later than the first semester of their sophomore year. Students are required to complete a Tier One Science course by the second semester of their sophomore year. History majors should make their selection from among the offerings designated for non-science majors.

## Course Descriptions

### American History Courses

Some courses listed in this section are also designated “non-Western” for the purpose of fulfilling the non-Western requirement for the History Major.

#### HI 106 Topics in U.S. History to 1865

This course surveys American History from the Colonial Era to the Civil War. Using a topical approach, the class will read about and discuss a wide variety of topics in the economic, social, political, and intellectual history of the United States. Three credits.

#### HI 107 Topics in U.S. History since 1865

This course surveys American History from the end of the Civil War in 1865 to recent times. A variety of readings introduce students to questions that historians are asking about the modern history of the United States. Three credits.

#### HI 207 American Women, American Wars

A study of the effects of warfare on the history of American women and of the ways that American women have influenced war. We will use class readings from both primary and secondary sources, discussion, and film analysis to study the lives and influences on women during the American Revolution, the Civil War, World Wars I and II, the Vietnam Conflict, and the modern Gulf Wars. Three credits.

#### HI 212 American Women’s History

Women’s experience in the past helps us understand the history of the United States. This course will examine the themes that defined women and have helped to determine the shape of women’s lives today. The lectures, readings, and films will focus on the ways that women’s roles as they relate to family, work, politics, and culture have varied over time. We will consider carefully the ways that women have dealt with the definitions of the feminine that society enforced, and will look especially at how women have altered those norms. The course will emphasize the diverse understandings of those issues. Students can expect to do extensive reading and writing, participate in class discussions, and complete a substantial research project. Three credits.

#### HI 216 American Colonial History

This course is designed to give students an in-depth grounding in many of the major issues relating to the creation and development of colonial North America. Placed in an Atlantic World context, we will study the social consequences of colonization, migration, and war in America from 1400-1775. Emphasis is placed on the inter-

action of British colonies with competing European cultures (French, Dutch, Portuguese, and Spanish) as well as with Native Americans, and with African American slaves. We will explore these interactions through lectures, readings, films and discussions. Three credits.

#### HI 223 Revolutionary America 1740-1820

This course will examine the social, political, economic, cultural, and religious ferment in Colonial America that led to the transition from colonies of the British Empire to the revolutionary republic of the United States. The role of women, minorities, and indigenous people, Enlightenment ideology, the Great Awakening, the American Revolution, and the struggle over the Constitution will be highlighted. Western Pennsylvania was the stage for many of these dramatic events and this course will utilize as fully as possible local public history resources having to do with the period from the French and Indian War to the Whiskey Rebellion of 1794. The course will spend several classes on 18th and early 19th century historical interpretation in museums and historic sites and museum methodology, and explore career possibilities in museums and public history. There will also be guest speakers from local historical sites. Three credits.

#### HI 224 Native American History and Culture

This course will examine the history and cultures of selected nations of indigenous people who inhabited the North American continent beginning as early as 40,000 B.C. We will look at the sociocultural/ religious, political and military history of each nation, the details of everyday life, gender relations and kinship systems, division of labor and economics. We will analyze the Spanish Conquest from the indigenous viewpoint and its effect on indigenous culture and make comparisons with the British and French conquests of the area north of the Rio Grande. Areas of particular concern will be the relationship of indigenous nations to the European populations of America in the colonial period. We will then explore the relationship between the indigenous people of North America and the United States of America from the Revolution to the present, including indigenous cultural contributions to European survival as well as Anglo-American culture, government and military ideology. Finally we will examine United States government policy towards indigenous nations, the “Indian Wars,” the reservation system, and ultimately the “Red Power” movement in the 1960’s, the American Indian Movement, and the road to Wounded Knee II and Big Mountain. Three credits. Designated non-Western.

#### HI 226 Society and the Environment: The American Experience

Students in this course will explore the way that humans have interacted with their environment in what is now the United States from pre-colonial contact to the present day. We will explore two great questions in a number of different times and places, seeking answers that should inform our interaction with the environment today. How and why has society shaped the American environment, and how and why has that environment shaped our social, cultural, economic, and political lives? Finally, we will look at ourselves looking at our interaction with the environment in our focus on the emerging environmental movement of the twentieth century. Three credits.

#### HI 228 Twentieth Century America, 1941 to 1980

Through a study of documents, personal testimony, and written reports on historical problems, and through discussions and lectures, students are encouraged to examine evidence and to think “historically” about persons, events, and movements within the memory of their own and their parents’ and grandparents’ generations. The emphasis of the course is on domestic politics and foreign policy. Three credits.

### **HI 232 Race and Ethnicity in Historical Perspective**

This course explores the role that the social phenomena of race and ethnicity have played in shaping Americans' lives in the past 400 years. We will focus on the formal legal structures that Americans established to regulate racial and ethnic experiences (slavery, restrictive covenants, laws, etc.), the less formal but often equally powerful social customs that governed people's opportunities, the experiences of those who had to navigate those formal and informal structures, as well as the efforts of those who have tried to create a society that lives out the ideals set out in the Declaration of Independence. Three credits. Designated non-Western.

### **HI 253 Religion and Society: The American Experience**

Opinion polls taken from the 1940s through today report annually that over 90 percent of Americans believe in God. Our earliest institutions, when they were not churches themselves, reflected a strong religious influence. Americans have felt religious competition so keenly in various times in our history that they have rioted in support of one denomination over another. Why was (is) this so? How have Americans experienced, thought about, and manifested their various religious beliefs throughout our history, and how have Americans interacted with fellow citizens of differing beliefs? How has religion influenced the development of our current institutions, and why do Americans believe what they do? This course examines these and other issues connected to American religious development. Three credits.

### **HI 255 American Economic History**

This course examines the development of the various forms our economy has taken over the past four centuries or so, as well as upon various developments within the economy in the form it takes currently. Though we will discuss the economy as a human social construction, we will also explore other perceptions of the economic organization (is it a "natural" phenomena?) and pay special attention to developing "Catholic" perceptions of the economy and economic life. Three credits.

### **HI 257 American Cultural History**

This course explores various American cultural manifestations in historical context. We experience our lives through cultural constructions that mediate our understanding of our world, and this course will target various forms each semester. The specific cultural forms may vary each time the course is taught, but will likely come the broad categories of recreation (sports, games, television, movies, other leisure activities), work (factories, farms, markets, transportation), religion (liturgies, revivals, devotions, sects, holidays), home (family, architecture, neighborhood), art (literature, music, painting and sculpture) and formal public expressions. Three credits.

### **HI 259 The Civil War in the United States**

Students in this course will study the period leading up to and away from the Civil War, focusing on those areas commonly known as the ante-bellum period, the Civil War, and Reconstruction. We will address slavery, culture, and social change in the nation in the early part of 19th century, explore the political efforts to deal with these contentious areas, and study the military manifestation of that political divide. Finally, we will explore the world the war made as we study the Reconstruction era. The course will require extensive reading, discussion, and much formal writing, culminating with a substantial research paper. Three credits.

## **European History Courses**

Some courses listed in this section are also designated "non-Western" for the purpose of fulfilling the non-Western requirement for the History Major.

### **HI 102 Western Civilization I: to 1300**

This course surveys European history from ancient times through the High Middle Ages. Topics include the influences of ancient west Asia, the contributions of the Greeks, the expansion and disintegration of the Roman Empire, Germanic culture, and the building of medieval institutions. Through lectures and the examination of primary sources, students will explore how classical, Christian, and Germanic cultural elements were combined in the evolution of a unique civilization. Three credits.

### **HI 103 Western Civilization II: 1300-1800**

This course surveys European history from the High Middle Ages through the end of the eighteenth century. Topics include medieval outlooks, the Black Death, the Italian Renaissance, the Protestant and Catholic Reformations, the building of nation states, the Scientific Revolution, and the Enlightenment. Through lectures and the examination of primary sources, students will explore the gradual development of the institutions we regard as "modern." Three credits.

### **HI 104 Contemporary Europe I**

In this course we will focus thematically on the political, social, economic, and cultural development of Europe in the 17th-19th centuries. Lecture topics include: comparisons of different political structures present in Europe and the Americas, the geography of Europe and its colonial possessions, the Scientific Revolution and the Enlightenment, the French Revolution, the Industrial Revolution, national unification movements, Romanticism, liberal revolutions, the growth of science, and the Age of New Imperialism. Extensive use of audio/visuals. Map work. Three credits.

### **HI 105 Contemporary Europe II**

In this course we will focus thematically on the political, social, economic, and cultural development of Europe from the late 19th through the end of the 20th century. Lecture topics include: World War I, the Great Depression, the Spanish Civil War, World War II, Modern Art, the loss of colonies, the Cold War and its aftermath, and European economic and political unification. Explicit comparisons will be made between the different social, economic, and political structures present in Europe and America in the 20th century. We will discuss the geography of Europe and her colonies. Extensive use of audio/visuals. Map work. Three credits.

### **HI 110 English History to 1485**

This course traces the development of British life and institutions from the Celts to the Tudor Revolution in 1485. The lectures will discuss the following topics: early invasions, Anglo-Saxon society, the Norman Conquest, kingship and the royal prerogative, the growth of common law, the development of Parliament, and the role of the Roman Church in English society. The personality of various monarchs and statesmen will be treated in respect to their contribution to the emergence of systematized government. Three credits.

### **HI 111 English History: 1485 to Present**

This course covers British history from the Tudors to Margaret Thatcher. Areas to be discussed include: the Reformation of Henry VIII and Elizabeth I, the Puritan Revolution, Industrialism, Victorianism, the 20th century welfare state, the rise and decline of the British empire, the position of Great Britain in the 20th century with emphasis on the British rule in Ireland, World War I, and the European Economic Community. Three credits.

### **HI 203 Modern Intellectual History**

This course will examine the history of ideas in the West from the Scientific Revolution and Enlightenment through the present. Students will consider intellectual developments in the context of

history to more fully integrate their understanding of human events and the ideas that inform them. The focus of this course will be cultural, with extensive use of images, films, and primary texts. Seminar format, discussion-based. Three credits.

### **HI 205 Priests, Poets, and Peasants: Medieval Thought and Culture**

This course focuses on selected aspects of thought and culture in Western Europe from 500 to 1500, the millennium that has been called the Middle Ages. Lectures, readings, and discussions will cover such topics as monastic life, philosophical thought, church and state, the crusading movement, chivalry and courtly love, peasant life, and the Black Death. The purpose is to introduce students to a fascinating yet often neglected part of our cultural heritage. Three credits.

### **HI 211 Sword and Siege: War in Medieval Europe**

This course will examine selected aspects of European military history from the fifth through the fifteenth centuries. Students will study not only military campaigns and technology, but also the interplay between warfare and society during this fascinating period. Three credits.

### **HI 213 Mystics, Maids, and Monarchs: Women in Medieval Europe**

This course will examine, both collectively and individually, the lives and experiences of women in Europe from the fifth through the fifteenth centuries. The goal is to understand better how medieval women fit into and occasionally influenced the largely patriarchal society in which they lived. Three credits.

### **HI 214 Modern Ireland**

This course will introduce the student to the social, political, economic, and religious dimensions of Ireland from the French Revolution to the Hunger Strikes at the Maze Prison. After brief remarks about the Ireland of Cromwell and William III, nineteenth century Ireland will be presented within the framework of the British Empire. Some topics are: Catholic Emancipation, Daniel O'Connell, the Famine, the problem of the land and agrarian violence, William Gladstone and the crisis of Home Rule, and the career of Charles Stewart Parnell. The second half of the course will discuss the emergence of the Republic of Ireland and the province of Ulster. Lloyd George, Eamon de Valera, the Easter Rising, and the current problems concerning Ulster are the subjects of the lectures. Can Ireland ever become a united island? Three credits.

### **HI 220 The Devil and the Problem of Evil in Western Thought**

This course is an examination of the problem of evil in western thought, with special attention to the personification of evil in the devil. We will examine the historical emergence of the devil as a being distinct from God in the ancient civilizations of the Middle East. The course will then consider in turn: The devil in the Old and New Testament; his treatment in the West from medieval Christianity to the Renaissance and Reformation; the impact of the Enlightenment on the problem of evil in western thought; and the modern psychological approach to evil and the question of possession. Three credits.

### **HI 231 Blood and Roses: England in the Late Middle Ages**

This course explores the history of England during the turbulent fourteenth and fifteenth centuries, a time of transformation and upheaval in government, religion, war, and economic life. Topics include the Hundred Years' War, the Black Death, the growth of parliaments, the Peasant Revolt, the Lancastrian Revolution, the Lollard movement, the Anglo-Scottish struggles, and the Wars of the Roses. Students will thus examine one of Western Civilization's greatest nation-states during a crucial period in its development. Three credits.

### **HI 242 Renaissance Europe: 1300 to 1500**

This course will explore the development of the European Renaissance from the late Medieval period through the beginning of the Reformation. The course will explore the "rebirth" of European culture, Arts, Language, Religion, Architecture, Politics, and Literary movements throughout one of the richest historical periods in Western Civilization, the Renaissance. Three credits.

### **HI 245 Colonies and Empire: Europe and the World**

This course explores the dynamic of colonialism between the 18th and mid-20th centuries. We will use a global perspective to look at the relationship between European countries and their colonial possessions during and after the colonial era. In particular, we will consider the causes and justifications for colonialism and the acquisition of empire, as well as its economic, religious, social, ethnic, and political implications for both the European and colonial nations. Extensive use of images, films, and maps. Three credits. Designated non-Western.

### **HI 247 Catholic and Protestant Reformations**

The general themes of the course will be the continuities and discontinuities of the reform movements of the sixteenth century (Protestant and Catholic) with the late medieval period, and the relation, variety, and interchange between the various reform movements in different regional and social contexts. Emphasis will be placed on religion in the European context, but some attention will be paid to mission fields, and the impact of the "new world" discoveries on church and society. Three credits.

### **HI 248 The History of the Christian Churches I: to 1500**

This course will explore the development of Christianity from the first century A.D. through the end of the Renaissance period. The course will highlight such historical epochs of Christianity as the Apostolic period, the age of the Fathers of the Church, the monastic movement, the men's and women's religious movements of the Middle Ages, the Schism between the Eastern and Western Churches and the Church in the Renaissance period. Offered alternate years. Three credits.

### **HI 249 The History of the Christian Churches II: 1500 to the Present**

The second part of the course will explore Christianity during the periods of the Protestant Reformation, The Catholic Reformation, religious pluralism, the Enlightenment and Age of Revolutions, 19th century movements in Christianity, the Church and the World Wars, the Second Vatican Council and Christianity in the post-modern world. Offered alternate years. Three credits.

### **HI 251 War and Enlightenment: Europe in the Eighteenth Century**

This course deals with the so-called "long" eighteenth-century, which lasted from 1688 (the year of the Glorious Revolution in England) to 1815, the year of Napoleon's defeat at Waterloo. This was a crucial time, as it brought dramatic changes to the social fabric, political institutions, economies, and cultures of Western Europe. We will look at these developments in some detail, focusing on the Enlightenment, 17th and 18th century political theories and institutions, the rise of the middling classes, and the evolution of modern warfare. Treatment will be both chronological and thematic, with ample use of films, maps and images to help set the scene for historic events. Three credits.

## **Non-Western Courses**

All courses listed in this section fulfill the non-Western requirement for the History Major.

### **HI 108 Traditional East Asian Societies**

This course surveys China, Korea, and Japan from ancient times

to the year 1600. It offers an introduction to the social, political, religious, and aesthetic ideas that together have formed the foundations of Chinese and Japanese civilizations. Three credits.

### **HI 109 Modern East Asian Societies**

This course covers the histories of China, Korea, and Japan from 1600 to the present. The interaction of these countries with the rest of the world and their modern evolution and development is a central focus. Topics such as communism, the Pacific War, the Cultural Revolution, and the contours of contemporary Asian society are also considered. Three credits.

### **HI 123 Global History I**

This course surveys the origins, development, and decline of the world's early civilizations, empires, and regional states. Taking a comparative approach, it examines complex and diverse societies in relation to each other. What geographic, economic, social and cultural factors molded these societies? How have different peoples interpreted, depicted, and shaped the worlds in which they lived? Three credits.

### **HI 124 Global History II**

This course focuses on the increasing interactions among the world's societies since the fifteenth century. It begins with the age of Columbus and ends with the contemporary world. Topics include imperialism, industrialization, nationalism, revolution, and war. Three credits.

### **HI 208 Modern China**

This course focuses on late imperial and modern Chinese history from 1600 to the present. It includes study of the Ming and Qing dynasties, as well as the Nationalist and Communist governments of the 20th century. Three credits.

### **HI 209 Issues in Contemporary East Asia**

This course examines some of the most important issues in the world today: environmental degradation, health and human rights, gender inequities, and international relations. We will explore each of these topics in depth, using historical and contemporary primary and secondary sources, in relation to the countries of East Asia. Three credits.

### **HI 233 History of Latin America**

This course will trace the history of Latin America from the major Pre-Columbian civilizations through the early 19th century. The focus of the course will revolve around the conflict between cultures, their transformation, and creation of new cultures. Discussion topics include: the Maya, Inca and Aztec civilizations, the discovery and founding of Spanish and Portuguese empires in the New World, development and integration of the empires into the world economy, the creation of new American cultures, the struggle for independence, and the problems of the new nations through the 19th century. Extensive use of maps, images, and primary source readings. Three credits.

### **HI 270 The Rise of Chinese Civilization**

This course will offer an in-depth survey of China's history from the Neolithic age to 1600, and focus on the political, social, and religious evolution of Chinese civilization and how it interacted with its neighbors over time. HI 108 recommended precursor. Three credits.

### **HI 280 Islamic Civilization I**

Islamic Civilization will examine the religion, politics and culture of the Islamic world from pre-Islamic Arabia, through the 13th century Mongol invasions. Special attention will be paid to the life of the Prophet, beliefs, practices and divisions within Islam, the Caliphate, the Umayyad and Abbasid empires and successor

states, historic areas of contact and conflict between Islam, Christianity and Judaism. Treatment will be both chronological and thematic, with use of films, maps and images to help set the scene for historic events. Three credits.

### **HI 281 Islamic Civilization II**

This course is designed as a stand-alone complement to HI 280. Islamic Civilization II will examine the religion, politics, and culture of the Islamic world from the Mongol invasion of the 13th century, the rise of the Turkic peoples, the development and decline of the Ottoman Empire, through its fall at the end of WWI. Time permitting, the course will examine the independence of Middle Eastern territories, and the foundations of nationalism as a force in modern Islamic countries. Treatment will be both chronological and thematic, with use of films, maps and images to help set the scene for historic events. Three credits.

## **Public History and Majors Seminars**

### **HI 201 Introduction to Public History**

This class explores the connection of historical understanding and interpretation in the public realm. A goal of this class is to introduce students to a wide range of professional settings that cater to public audiences of all ages, rather than in a school or university classroom. Students will learn about the opportunities and challenges of presenting history through such varied methods and mediums as archives, museums, historic preservation organizations, historic sites and historical agencies at all levels of government. Through readings, discussion, field trips and projects, the class will learn about the development of Public History on a national level as well as learn how Public Historians contribute to historical knowledge on a local level. Three credits.

### **HI 202 Practicum in Public History**

In this course we will apply the research, analysis and writing skills of a historian in order to develop and complete a project for the use and benefit of an audience outside of academia. Students will work as a part of a team and will be responsible for all aspects of the project from defining the purpose of the project to its final presentation to the public. Possible projects include nominations of historic properties to the National Register of Historic Places, the creation of a museum exhibit, the creation of historic tourism guides and brochures, grant writing or an oral history project. Prerequisite: HI 201, Introduction to Public History or permission of instructor and Department Chair. Three credits.

### **HI 254 Documentary History**

This course explores the video documentary as a text that conveys history. Americans increasingly learn their history from video documentaries, but historians are just beginning to address these texts in a sophisticated manner. Students will analyze historical documentaries critically by viewing the videos, reading critical analyses of them, and participating in discussions of these texts. They will then write their own critical analyses of the documentaries. The documentaries that the course examines will vary from semester to semester, but they will mostly be texts designed to convey historical information. Students will also participate in the production of a documentary on a historical event or development. Three credits.

### **HI 300 The Historian's Profession**

History majors will take this introduction to the profession in the fall or spring semester of their sophomore year. In the course, students will become acquainted with varieties of internships and career paths available to history majors. Students will also receive intensive instruction in basic research methods for historians, including such things as developing a research plan, thoroughly learning the library's layout, becoming familiar with finding aids,

using historical journals, understanding ILL, evaluating and using the Internet as a research tool, proper use of primary and secondary sources, and mastering citation practices. Finally, students will become familiar with ethical issues and expectations related to historical writing and careers. Majors only. Three credits.

### **HI 301 Junior Research Seminar**

History majors will take this the spring semester of their junior year. The purpose of this seminar is twofold. The primary goal will be for the student to prepare to write the senior thesis. Students will be asked to identify a research topic of interest, and then develop a viable thesis topic. Following that, students will complete preliminary source identification, write a literature review (historiographic essay), thesis outline, and bibliographies. By the end of the semester, students will be well poised to complete the thesis in HI 302 the following fall term. The second goal of the Junior Research Seminar will be the mastery of types of writing typically encountered in the profession, as well as conventions and considerations that go along with historical scholarship and writing. Majors only. Three credits.

### **HI 302 Senior Writing Seminar**

History majors will take this course in the fall semester of their senior year. The purpose of this seminar is to produce a scholarly piece of research and writing. The senior project, or thesis, must be organized around a scholarly thesis statement or question, utilize appropriate primary and secondary sources, and adhere to the conventions of historical writing learned in HI 300 and HI 301. The thesis will be completed by the end of the fall semester. Students will have the opportunity to present a version of the final project at spring conferences or colloquia. Majors only. Three credits.

### **HI 304 Historical Theory**

Students discuss the nature and philosophies of history, the history of history as a discipline and the tasks of those who call themselves historians. Course readings will depend on the historiographic training of the instructor, but will include materials taken from a variety of historiographic traditions, distinguished by different eras, cultures or viewpoints. This course is strongly recommended for students considering attending graduate school in history or a related discipline, and can be taken as a substitute for one 200 level history course. Three credits.

### **HI 306 Introduction to Nonprofit Organizations**

The purpose of the Introduction to Nonprofit Organizations course is to familiarize students with the structure, unique characteristics, and operating environment for nonprofit organizations. The course will offer a broad overview of the nonprofit sector, particularly the centrality of the mission statement in planning and decision making, working with volunteer boards of directors, accountability and ethics, fund raising and financial management. This course does not fulfill history core requirements, or history major 200 level requirements. This course does fulfill public history minor credit requirements and elective requirements. Three credits.

### **HI 307 Introduction to Nonprofit Funding**

An essential function for all nonprofits is to strategically determine revenue sources and develop effective mechanisms to raise funds. The purpose of this course is to provide students with a brief history of philanthropy, familiarize them with the principles of fundraising and to help them develop skills and competency in fundraising methods—special events, direct mail, major gifts, grant writing, capital campaigns and planned giving—within a competitive funding environment. It is appropriate for students who may work or volunteer with nonprofits in the future as well as for those who are currently working with nonprofit organizations in a staff or volunteer capacity. This course does not fulfill history core requirements, or history major 200 level requirements. This course does fulfill public history minor credit requirements and elective requirements. Three credits.

### **HI 350 Independent Study**

May be repeated. Course requirements to be developed in consultation with supervising faculty. Variable credit.

### **HI 550 Cooperative Education — History Internship**

Professional work experience in the community, which complements and strengthens academic in-class learning. Academic credit is variable depending on the nature and duration of the experience. Students may or may not be compensated depending on the company/ agency. Students must receive departmental approval to participate. This course will additionally serve as the capstone course in the Public History Minor. May be repeated. Variable credit.